

**GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA**

STARRED QUESTION NO:138
ANSWERED ON:01.08.2000
QUALITY IMPROVEMENT IN EDUCATION
VILAS BABURAO MUTTEMWAR

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether the District Primary Education Programme has adopted minimum level of learning as a major strategy for improvement in the quality of primary education and non- formal education programme;
- (b) if so, whether it was decided to upgrade the minimum level of learning programme through the institutional mechanism throughout the country;
- (c) if so, the details thereof and the progress made so far in this regard; and
- (d) the extent to which minimum level of learning in the country has been achieved?

Answer

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (DR.MURLI MANOHAR JOSHI)

(a) to (d) : A statement is laid on the Table of the Sabha.

STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (d) OF THE LOK SABHA STARRED QUESTION NO.138 TO BE ANSWERED ON 1.8.2000 BY SHRI VILAS MUTTEMWAR REGARDING QUALITY IMPROVEMENT IN EDUCATION

(a) : Yes, Sir.

(b) : The National Policy on Education, as revised in 1992, had emphasized the need for substantial improvement in the quality of basic education. The Programme of Action of 1992 stressed the need for Minimum Levels of Learning (MLL). This is a recognition that irrespective of caste, creed, location or sex, all children must be given education of a comparable standard. The MLL strategy for improving the quality of elementary education is an attempt to combine quality with equity. In 1990, MLLs were laid down for the primary stage. The Programme of Action 1992 has further emphasized disaggregated target setting and decentralised planning and had proposed the introduction of MLLs at primary and upper primary stages including coverage of the non - formal education channel. National resource institutes like NCERT, RIEs, SCERTs were involved in improving the quality of primary education with a focus on MLL.

(c) : On the basis of the Report of the Committee on MLLs at primary stage (1990), the work of promoting competency - based learning was introduced in the entire country. Development of new textbooks, training of teachers, preparation of work - books, preparation of competency based books, preparation of teachers` manuals, translation of MLL document at primary stage in various languages, etc. were taken up in the states. In the Satyapal Anand case regarding elementary education as a fundamental right (1998), introduction of Minimum Levels of Learning at primary level to improve quality of education and to enhance learning achievements of pupil was identified as a priority. As per the submission of the States, 25 States and Union Territories viz. Andhra Pradesh, Assam, Bihar, Goa, Gujarat, Jammu and Kashmir, Karnataka, Kerala, M.P., Maharashtra, Manipur, Meghalaya, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu, Delhi and Pondicherry have introduced Minimum levels of Learning at primary level. MLL was to be introduced in all the remaining states also, in a phased manner.

(d) : The expansion of the MLL approach has taken place through out the country over the last ten years. This has involved assessment of existing levels of learning achievement, modifications of the MLLs to suit local situations, initial and recurrent training of teachers in competency based learning, preparation of teacher training handbooks, introduction of continuous and comprehensive evaluation, and using MLL norms while revising textbooks. The operationalization across states has been uneven. The achievement tests suggest that the MLL approach has proved useful.